

ADULT LIVING

COURSE DESCRIPTION

This course is designed to empower students to take action for the well-being of themselves and others as they effectively manage the roles and responsibilities created by family, career, and community interactions. Focusing on the young adult, content includes skills and knowledge to enable students to maintain an optimum, independent living environment by making responsible young adult decisions. Students will learn to plan and set goals for a career, manage multiple roles, maintain respectful and caring relationships with improved communication skills, understand the responsibilities of parenting, cope with stress and crisis situations, provide for health and well being, and function as informed consumers. This course goes beyond core knowledge in preparing the mature student for independent, adult responsibilities.

The integration of Family, Career, and Community Leaders of America (FCCLA) provides students with opportunities for leadership development, personal growth, and school/community involvement.

Pre-requisite:	None
Recommended Credits:	1
Recommended Grade Level:	11 and 12

ADULT LIVING

- 1.0 Students will demonstrate skills required for assuming adult leadership roles in a global community.
- 2.0 Students will evaluate factors that impact adult roles and responsibilities in areas related to self-understanding, personal decision making, communication, and interpersonal relationships.
- 3.0 Students will assess decisions related to parenting roles and responsibilities and personal readiness for assumption of these roles.
- 4.0 Students will apply nutrition and wellness practices that enhance individual and family health and well-being across the life span.
- 5.0 Students will evaluate management practices related to human, economic, and environmental resources.
- 6.0 Students will integrate multiple adult roles and responsibilities in family, work, and community settings.
- 7.0 Students will examine knowledge, skills, and practices required for adult career success.

ADULT LIVING

STANDARD 1.0

Students will demonstrate skills required for assuming adult leadership roles in a global community.

LEARNING EXPECTATIONS

The student will:

- 1.1 Formulate visions and goals for families and communities in a global society.
- 1.2 Evaluate conditions affecting individual, family and community well-being on the local, national, and international level.
- 1.3 Use the FCCLA planning process to plan a service project.
- 1.4 Evaluate the impact of individual and group actions in the global community.
- 1.5 Apply leadership, citizenship, and teamwork skills as an integral part of classroom activities.
- 1.6 Evaluate the importance of networking with others.

PERFORMANCE STANDARDS

The student:

- 1.1 Composes personal visions and goals for families and communities in a global society.
- 1.2 Analyzes roadblocks in achieving visions and goals.
- 1.3 Takes action in an identified area of need within the community by implementing project plan.
- 1.4A Determines techniques effective leaders and team members use to promote an appreciation and understanding of cultural diversity.
- 1.4B Evaluates local, national, and international consequences of actions taken.
- 1.5 Practices leadership, citizenship, and teamwork skills when cooperating with others to achieve group goals.
- 1.6 Begins a networking list.

SAMPLE PERFORMANCE TASKS

- Brainstorm to generate ideas for visions and goals.
- Illustrate personal visions using various artistic expressions.
- Participate in an FCCLA national program, such as, Stop the Violence and Families Acting for Community Traffic Safety, to achieve individual and group goals.
- Plan an individual project following the FCCLA process.
- Gather information from various sources to assess the impact of the actions taken.

INTEGRATION/LINKAGES

Family and Consumer Sciences National Standards 1.0, 2.0, 12.0, 13.0, English II
Gateway Standards 1.0, 2.0, 4.0, FCCLA National Programs, Leadership courses, Extra-
Curricular Activities, SCANS

ADULT LIVING

STANDARD 2.0

Students will evaluate factors that impact adult roles and responsibilities in areas related to self-understanding, personal decision making, communication, and interpersonal relationships.

LEARNING EXPECTATIONS

The student will:

- 2.1 Analyze strategies that promote personal growth and development across the life- span.
- 2.2 Analyze skills and processes essential to functioning as an adult.
- 2.3 Analyze the functions and expectations of various relationships.
- 2.4 Analyze the interdependency of decisions upon goal attainment.
- 2.5 Examine potential roadblocks to adulthood and determine how responsible decision making can circumvent problems.
- 2.6 Demonstrate communication skills that contribute to positive relationships.
- 2.7 Evaluate conflict prevention and management techniques.

PERFORMANCE STANDARDS

The student:

- 2.1A Identifies personal strengths and weaknesses.
- 2.1B Examines the role of life philosophies in promoting personal growth and development.
- 2.1C Formulates a personal philosophy of life.
- 2.1D Analyzes the role of support systems in meeting growth and developmental needs across the life span.
- 2.2A Identifies various roles of adults in society.
- 2.2B Compares skills and processes essential to various adult roles.
- 2.2C Describes adjustments to and responsibilities of living as an independent adult.
- 2.3A Identifies different types and components of relationships experienced by individuals.
- 2.3B Examines strategies for building, maintaining, and ending caring, respectful, and responsible relationships.
- 2.3C Explores factors and practice skills that contribute to healthy relationships.
- 2.3D Examines the dimensions of love and commitment.
- 2.4A Relates personal decisions to future goal attainment.
- 2.4B Creates a plan for attaining long-term goals.
- 2.5B Generates a list of potential roadblocks to goal attainment.
- 2.5C Evaluates decisions to determine if they are assisting in or preventing attainment of goals.
- 2.6A Examines the roles and functions of communication in family, work, and

- community settings.
- 2.6B Practices verbal and nonverbal behavior, attitudes, and skills that contribute to positive communication.
 - 2.6C Examines the impact of technology on the communication process.
 - 2.6D Creates constructive ways to relate to people of different ages, abilities, needs, and ideas.
 - 2.7A Examines the role decision making and problem solving has in reducing and managing conflict.
 - 2.7B Creates a conflict resolution and/or crisis management plan.

SAMPLE PERFORMANCE TASKS

- Interview an adult about skills and processes essential to an adult.
- Brainstorm and create checklist of adult roles then conduct survey using checklist and compile results.
- Class discussion of how roles have changed since childhood and will evolve in adulthood.
- Write an essay on future goals detailing how each will be accomplished.
- Complete research using computer lab or library locating information regarding resources, education, and skills needed to attain goals.
- Role- play an event where goals are changed due to a roadblock.
- Create an activity that would increase communication among family members.
- Role- play methods of resolving conflicts and crisis.
- Complete the FCCLA POWER OF ONE personal improvement program.
- Role-play appropriate body language when communicating with others in various situations.

INTEGRATION/LINKAGES

FCCLA national programs (Power of One, Families First, STAR Events, English II Gateway Standards 1.0, 2.0, 3.0, 4.0, SCANS, Family and Consumer Sciences National Standard 12.0

ADULT LIVING

STANDARD 3.0

Students will assess decisions related to parenting roles and responsibilities and personal readiness for assumption of these roles.

LEARNING EXPECTATIONS

The student will:

- 3.1 Analyze factors affecting the decision to parent.
- 3.2 Examine parenting roles across the life span.
- 3.3 Evaluate parental practices that promote health and wellness of children.
- 3.4 Analyze roles and responsibilities of parents as their children's first teachers.

PERFORMANCE STANDARDS

The student:

- 3.1A Explains the role of personal goals and priorities in the decision to parent.
- 3.1B Determines the social, emotional, intellectual, physical, and financial readiness required for parenting.
- 3.2A Analyzes the changing roles of parents across the life span.
- 3.2B Analyzes the implications of various family structures on parenting practices.
- 3.2C Determines strategies for managing the multiple roles of parents.
- 3.2D Examines the responsibilities of caregiving for aging parents.
- 3.3A Analyzes the effects of parenting styles and their effects on growth and development.
- 3.3B Compares child care options for children of various ages.
- 3.3C Determines responsibilities of parents in appropriately managing the safety and health care of children.
- 3.4A Identifies positive role-modeling behaviors.
- 3.4B Identifies strategies for optimizing the growth and development of children.
- 3.4C Determines potential use of technology, media, and resources to foster healthy child development.
- 3.4D Determines appropriate guidance techniques for children of various ages and stages.

SAMPLE PERFORMANCE TASKS

- Interview a teen mother and/or father to determine the unique concerns and problems of becoming a parent at a young age.
- Research sources for developing parenting skills.
- Survey parents to determine cost involved in childbirth and raising a child.
- Using case students, identify positive parenting practices.

- Invite a professional case worker from the Department of Human Services to share information about the causes and effects of child abuse.
- Plan a FCCLA project promoting the health and safety of children.
- Debate the statement “Children have never been very good at listening to their elders, but they never failed to imitate them.”

INTEGRATION/LINKAGES

Family and Consumer Sciences National Standards, English II Gateway Standards, SCANS, FCCLA national programs

ADULT LIVING

STANDARD 4.0

Students will apply nutrition and wellness practices that enhance individual and family well-being across the life span.

LEARNING EXPECTATIONS

The student will:

- 4.1 Identify the principles and implications of good health and wellness for family members across the life span.
- 4.2 Evaluate the effect of nutrition in maintaining health and wellness of family members across the life span.
- 4.3 Explain how stress management promotes physical and mental health of family members across the life span.
- 4.4 Evaluate the role of personal management in maintaining good health and wellness.
- 4.5 Identify community and other resources that promote health and wellness.

PERFORMANCE STANDARDS

The student:

- 4.1A Examines physical, emotional, social, and psychological components of individual and family wellness.
- 4.2A Determines dietary practices that meet the nutritional needs of individuals and family members throughout the life span.
- 4.2B Demonstrates skills in making healthy choices.
- 4.2C Assesses the impact of diet fads, food addictions, and eating disorders on wellness.
- 4.2D Explains the role of nutrition in managing special health needs of family members.
- 4.3A Identifies causes of stress and its impact on individuals and families.
- 4.3B Determines stress management techniques and available resources.
- 4.3C Determines how healthy individual and family lifestyles contribute to stress reduction.
- 4.4A Examines the life-long impact of physical fitness and adequate rest on personal well being.
- 4.4B Examines personal risk-taking behaviors and possible consequences.
- 4.4C Establishes lifelong wellness strategies.
- 4.5 Researches information regarding health and wellness resources.

SAMPLE PERFORMANCE TASKS

- Debate why wellness means more than simply being free from disease.
- Debate the importance of wellness as it relates to the individual, family, and school or work place.
- Outline the dietary needs of individuals from conception to old age.
- Research and report on a fad diet or an eating disorder.
- Interview people in five occupations and ask about factors that cause stress in their jobs and how they manage that stress.
- Implement an exercise plan.

INTEGRATION/LINKAGES

Family and Consumer Sciences National Standards, English II Gateway Standards, FCCLA National Programs, SCANS

ADULT LIVING

STANDARD 5.0

Students will evaluate management practices related to human, economic, and environmental resources.

LEARNING EXPECTATIONS

The student will:

- 5.1 Determine types of resources and considerations for responsible use.
- 5.2 Demonstrate management of individual and family resources.
- 5.3 Demonstrate management of financial resources to meet the goals of individuals and families across the life span.
- 5.4 Analyze the relationship of the environment to family and consumer resources.

PERFORMANCE STANDARDS

The student:

- 5.1A Identifies types of resources.
- 5.1B Evaluates responsibility in managing limited personal and family resources to satisfy needs and wants.
- 5.1C Analyzes the impact of technology and economic conditions on consumer practices.
- 5.2A Develops skills to provide safe and nutritious food for individuals and families.
- 5.2B Demonstrates decision-making skills regarding purchasing, and maintaining clothing for the individual and the family.
- 5.2C Examines needs, costs, and maintenance for various housing types and home furnishings.
- 5.2D Determines transportation needs and choices for individuals and families.
- 5.3A Relates personal and family financial planning and management practices to the fulfillment of personal needs and wants.
- 5.3B Demonstrates the use of banking services.
- 5.3C Examines insurance options.
- 5.3D Analyzes consumer credit responsibilities.
- 5.3D Analyzes savings and investment alternatives.
- 5.3E Examines personal and legal documents related to individual and family finances.
- 5.4A Determines individual and family responsibility to environmental trends and issues.
- 5.4B Examines the effects of environmental trends and issues on families and future generations.
- 5.4C Practices behaviors that conserve, reuse, and recycle resources.

SAMPLE PERFORMANCE TASKS

- Create a poster illustrating different types of resources.
- Brainstorm to generate a list of creative ways resources could be used to meet needs and wants of individuals and families.
- Examine advertisements aimed at various hidden needs. Identify the hidden needs depicted in the ads.
- Generate a list of ways technology affects consumer purchases.
- Interpret information provided on food labels.
- Work in small groups to do comparison shopping in food stores.
- Invite a real estate agent to discuss types, cost, and design of various types of housing.
- Research the costs of buying and maintaining a car.
- Generate a list of ways in which leisure-time activities can add to family life.
- Ask a representative of a community environmental advocacy organization to visit your class and talk about environmental awareness, and tips for environmentally aware household management.
- Using case studies, apply consumer decision-making skills to clothing purchases.
- Complete case studies on credit use/misuse.
- Invite a representative from a local bank to discuss banking services and customer responsibilities.
- Practice using banking services.

INTEGRATION/LINKAGES

Family and Consumer Sciences National Standard 2.0, Algebra I Gateway Standards 1.0, 2.0, 3.0, English II Gateway Standards, FCCLA national programs (Power of One, Families First, Financial Fitness, STAR Events), SCANS, Consumer Economics, Economics, Accounting, Foundations of Math, Sociology, Marketing

ADULT LIVING

STANDARD 6.0

Students will integrate multiple adult roles and responsibilities in family, work, and community settings.

LEARNING EXPECTATIONS

The student will:

- 6.1 Analyze the contribution of the family to the development of its members individually, as family members, and as members of the community and workforce.
- 6.2 Analyze strategies to manage multiple adult roles and responsibilities.
- 6.3 Demonstrate the transfer of employability and other related skills developed in the classroom to home, community, and workplace settings.

PERFORMANCE STANDARDS

The student:

- 6.1A Describes the contemporary family system as a foundation of society, which instills values and standards of behavior and provides human resources for the work force.
- 6.1B Compares how individuals and families are affected by career choices and work life and how work life and career choices are affected by families.
- 6.1C Analyzes work as a means of achieving personal and family goals.
- 6.1D Determines problem and crisis prevention and management strategies.
- 6.2A Analyzes the impact of social, economic, and technological change on the work force and roles and responsibilities of family members.
- 6.2B Determines ways that an individual can prepare for multiple roles in adulthood.
- 6.2C Identifies management strategies for balancing work and multiple adult roles.
- 6.2D Makes decisions that support and strengthen the integration of multiple adult roles and responsibilities.
- 6.3 Practices personal and family management skills that are transferable to the workplace and community.

SAMPLE PERFORMANCE TASKS

- Write and role-play scenarios depicting values or behaviors being learned in the family.
- Develop a power point presentation depicting changes in the workplace and the resulting impact on the individual and family.
- Complete an assessment of personal interests, characteristics, skills, and their compatibility with varied career options.

- Brainstorm the correlation between family support and job success.
- Develop a chart comparing the impact of being employed or not being employed on the well being of self and family.
- Using technology and various forms of the media, examine policies, issues, and trends in the workplace and community that impact individuals and families.
- Develop and implement a plan for maintaining good health throughout the life cycle.
- Develop and implement a career plan.
- Use a personal and family calendar to assist with personal and family management
- Practice time and stress management techniques.
- Using case studies and personal situations, make decisions that support and strengthen the integration of multiple roles and responsibilities.
- Practice a positive attitude.
- Practice positive conflict resolution methods.
- Use FCCLA programs to prepare for multiple roles.

INTEGRATION/LINKAGES

Family and Consumer Sciences National Standards, English Gateway Standards
Core skills (decision making, problem solving, critical thinking, technology), FCCLA,
SCANS

ADULT LIVING

STANDARD 7.0

Students will examine knowledge, skills, and practices required for adult career success.

LEARNING EXPECTATIONS

The student will:

- 7.1 Evaluate interests, abilities, and personal priorities related to employment.
- 7.2 Analyze the effects of career choice on lifestyle.

PERFORMANCE STANDARDS

The student:

- 7.1 Compares personal qualities, interests, and abilities to career choices.
- 7.2 Examines the effects of educational level and career selection on earning potential and desired lifestyle.

SAMPLE PERFORMANCE TASKS

- Create a list of personal qualities required for employment.
- Compare individual personal qualities to those needed for employment.
- Invite a guest speaker from an Employment Agency.
- Research a career and identify earning potential.
- Brainstorm and write essay on desired lifestyle.

INTEGRATION/LINKAGES

Family and Consumer Sciences National Standards-1.0, English Gateway Standards 1.0, 2.0, 3.0, 4.0, FCCLA Programs-Careers Connection, Dynamic Leadership, Financial Fitness, Leaders at Work, Power of On, STAR Events (Illustrated Talk, Job Interview, Parliamentary Procedure, Skills for Life), SCANS

